 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Garrett Hodgkins** **Lesson #: Three Facet: Applications**  
**Grade Level: 9-10 Numbers of Days: 3**  
**Topic: Huckleberry Finn**  
  
**PART I:**  
  
**Objectives**  
**Student will understand that** that the vocabulary of the time was different  
  
**Student will know** dialect, theme, slurs, vocabulary  
  
**Student will be able to** adapt Twain's vocabulary to now  
  
**Product:** Comic Life  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** *determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone.*  
  
**Rationale:** In this lesson students will have complete over half of the novel Huckleberry Finn and will have been introduced to much of the vocabulary of that era. Using Comic Life students will show how that vocabulary could be used now as well as how that vocabulary may differ now.  
  
  
**Assessments**   
  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
I will use is that a fact to check that all students have a good idea on the differences between vocabulary from Huck's time to now.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students and their peers will use a rubric in order to score their own Comic Life Comic. I will use the same rubric.  
  
**Summative (Assessment of Learning):**  
Comic life: students will make a comic life in order to display that they have a grasp in the different vocabulary used between times.  
  
**Integration**  
**Technology:** In order to integrate type II technology into this lesson students will make a comic life.  
  
  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a sequence chart in order to (attempt) to develop words from that Huck's dialect to now. Students will also use a rally table strategy in order to discuss their own opinions on what the dialect may mean.  
  
**Section II – Groups and Roles for Product**  
The product will be done individually, although the student will be allowed to use other students as actors in the product.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** Students will get the chance to speak to one another during the rally table section of class, as well as ask me questions during the class overview.  
**Logic:** A sequence chart is going to be used to make a logical order of how dialect may have changed between Huck's time and now.  
**Visual:** An overhead will be used to present some of the vocabulary from the book that I may think the students might find confusing, as well as the use of the sequence chart as a graphic organizer.  
**Kinesthetic:** Students will get a chance to stand up and interact with some props I bring in that are relative to the chapters of Huck Finn we read recently.  
**Interpersonal:** Students will work on the Comic Life project on their own, giving them time to reflect on their thoughts of the vocabulary on their own.  
**Intrapersonal:** During the rally table time students will have the chance to discuss with one another.  
  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:** Absent students will receive the graphic organizer needed for this class period. To update them about the comic life students will receive an email from me detailing all of the specifics and can email me back with any questions.  
  
  
**Extensions**  
  
**Type II technology:**   
In order to integrate type II technology into this lesson students will make a comic life.  
  
  
**Gifted Students:** Students will have the option of having additional panels in their comic life projects that no only display vocabulary and dialect, but themes as well.  
  
  
**Materials, Resources and Technology**

1. Laptops
2. Graphic Organizer

**Source for Lesson Plan and Research**  
[*Sequence Chart*](http://www.eduplace.com/graphicorganizer/)  
  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
**Day One**

* I will be dressed as Mark Twain as the lesson starts, and allow students to question me about the time period and my own life ( as Mark Twain)
* Students will come into class and we will go over what they had to read the night before, as well as their blogs and timelines from previous lessons.
* I will introduce the Comic Life project as well as hand the sequence charts out to students. Students will get a chance to use the sequence charts on their own.
* I will then instruct students to start the "rally group" method to go over eachother's sequence charts.
* The rest of class will be used as sandbox time for Comic Life.

**Day Two**

* As before we will go over assigned reading as well as blogs and time-lines
* The rest of the period will be used for Comic Life work.
* Students will be instruced that there is no reading due, only to work on comic life.

**Day Three**

* The first half of class will be used to work on Comic Life
* Students who are ready to present will present.

**Day Four**

* Students will finish presenting comic life projects
* Read aloud.

The classroom will arranged so that students will be seated in groups, but so that they can also easily face the front of the room. Students will understand that the vocabulary of the time was different because having a good grasp on vocabulary and how it has changed throughout our history is important, in many job areas outside of high school you may have to deal with past dialect and vocabulary. *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone.* In the beginning of class students will participate in an activity that helps out line the differences between vocabulary and dialect. The students will be given a phrase with our vocabulary and dialect, while the other half vocabulary from Huck's time ( or any other dialect.) It will be the students job to find the person that matches with them.  
  
**Where, Why, What, Hook Tailor:** Kinesthetic, Verbal, Logical  
  
Students will know dialect, theme, slurs, vocabulary **(See Content notes.)**  
  
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Students will use a sequence chart in order to (attempt) to develop words from that Huck's dialect to now. Students will also use a rally table strategy in order to discuss their own opinions on what the dialect may mean. Students will have large amounts of time throughout this lesson to work on their Comic life project because some students may not have access to the technology while at home. Because of this, in-class reading will not be done unless there is leftover time after opresentations are over. Students will still have assigned reading as well as adding to their blogs and timeline as homework. I will use is that a fact to check that all students have a good idea on the differences between vocabulary from Huck's time to now. This strategy will allow me to make sure that students have the right idea on how Huck's vocabulary has changed up until now and that they understand the differences.  
**Equip, Explore, Rethink Tailor:** Logical, verbal, visual, interpersonal  
  
Students will be able to adapt Twain's vocabulary to now and understand how different groups may develop different dialects and vocabulary. Students will make a Comic Life to show some of the differences in vocabulary found throughout the book, and what those differences mean translated to now. It is hoped that through this students will develop a strategy of using context clues to work out the meaning of vocabulary they are unsure of.Students and their peers will use a rubric in order to score their own Comic Life Comic. I will use the same rubric.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Visual, interpersonal.  
  
Students will self-assess as well as peer assess each others Comic Life projects using a rubric I hand out to them. I will grade the assignments with the same rubric as well. In order to provide timely feedback to the students after completion of their Comic Life I will return my graded rubric to them with a critique of what they did well and not so well. All students will have a chance to make up poor grades assuming that they have completed all blog entries on time up to now ( exceptions may come with excused absences.) Once again this is connected to the past homework assignments and lessons because without reading the book the students could not have any grasp on the vocabulary or dialect of the time. Furthermore, the last lesson dealt directly with dialect, and as vocabulary is a direct offshoot to dialect they will eb applying many of the things they learned in the last lesson to this lesson.  
**Evaluate, Tailors**: Intrapersonal, Verbal  
  
  
  
  
  
**Content Notes**   
Students will know dialect, theme, slurs, vocabulary

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| --- | --- |
| [Dialect](http://dictionary.reference.com/browse/Dialect?s=ts) | a variety of a [language](http://dictionary.reference.com/browse/language) that is distinguished from other varieties of the same language by features of phonology, [grammar](http://dictionary.reference.com/browse/grammar), and [vocabulary](http://dictionary.reference.com/browse/vocabulary), and by its use by a group of speakers who are [set](http://dictionary.reference.com/browse/set) off from others geographically or socially. |
| [Theme](http://dictionary.reference.com/browse/theme?s=t) | a unifying or dominant idea, motif, etc |
| [Slurs](http://dictionary.reference.com/browse/slurs?s=t) | a disparaging remark or a slight |
| [Vocabulary](http://dictionary.reference.com/browse/vocabulary?s=t) | the stock of words used by or known to a particular people or group of people |

**Handouts**

1. Sequence Chart
2. Rubric for Comic Life

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:***   
  
As with other lessons this lesson will apply to clipboard learners because it will be thought out and well scheduled. They will continue to have the same amount of reading throughout this lesson as well as entries into the blog and time-line from lessons 1 and 2.  
  
  
**Microscope**:   
  
  
This lesson caters to microscopes because it allows the student to work by their self on the Comic Life project. Also the large amount of free-time that they get to work on the project will be appealing to these learners.  
  
  
  
  
**Puppy:**   
This lesson will appeal to Puppies because the will get the chance to compare another vocabulary to their own. Also through the group discussion strategy of the rally table they will get a chance to share and hear others ideas.  
  
  
**Beach Ball:**  
The Comic Life activity will be entirely appealing to beach ball learners because besides the requirement of somehow showing difference sin dialect the students are allowed to do this in whichever way they want. It entirely opens up the window for beach ball thinkers to be creative.  
  
**Rationale:**   
Through the creativity and individuality of comic life, group discussion, and the structure of this lesson plan I believe that it will appeal to all types of thinkers adequately.  
  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:**   
There will be no formal formative assessment, only observations on the vocabulary they choose to portray in their comic lives. I will however comment on what I see developing if there seems to be any major error in the students work.  
  
  
**Summative:**  
The Comic Life Project will be the summative assessment of this lesson. I believe that with a good project each student could display a mastery of the understanding in differences between vocabulary, as well as how that may affect them in their daily lives.  
  
**Rationale:**  
  
Through no true formative assessment and the Comic Life summative assessment I believe that students will achieve the desired goal of understanding the differences between Huck's vocabulary and our own.  
  
  
  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**Students will know dialect, theme, slurs, vocabulary  
  
  
  
**MLR or CCSS:**  
**Common Core State Standards**  
**Content Area:** English  
**Grade Level:** Grade 9-10  
**Domain:** Reading - Literature  
**Cluster:** Key Ideas and Details, Craft and Structure  
**Standard:** *determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings analyze the cumulative impact of specific word choices on meaning and tone.*  
  
**Facet:** Application  
  
**Rationale:** In this lesson students will have complete over half of the novel Huckleberry Finn and will have been introduced to much of the vocabulary of that era. Using Comic Life students will show how that vocabulary could be used now as well as how that vocabulary may differ now.  
  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** Students will get the chance to speak to one another during the rally table section of class, as well as ask me questions during the class overview.  
**Logic:** A sequence chart is going to be used to make a logical order of how dialect may have changed between Huck's time and now.  
**Visual:** An overhead will be used to present some of the vocabulary from the book that I may think the students might find confusing, as well as the use of the sequence chart as a graphic organizer.  
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**Interpersonal:** Students will work on the Comic Life project on their own, giving them time to reflect on their thoughts of the vocabulary on their own.  
**Intrapersonal:** During the rally table time students will have the chance to discuss with one another.  
  
  
  
**Type II Technology:**   
  
The students will use a program Called Comic life that allows them to make comics out of still images that they can either take or upload from the internet. The students are going to use it to portray the differences in vocabulary between Huckleberry Finn and now.   
  
**Rationale:**  
  
Comic Life is a technology that allows students to explore their creativity as well as being versatile in showing monologues and dialogues. Through its use students will be able to show that they have mastered the required understanding.   
  
  
**NETS STANDARDS FOR TEACHERS**  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
**Rationale:**  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale:**